THE #BEEWELL SURVEY SHORT



Greater Manchester (GM)

*Updated August 2026

Please note: This booklet is for reference use and information only. It is not intended for the survey to be completed in this booklet format.

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Development of the #BeeWell Survey in Greater Manchester (GM)

Over the course of five months in 2021, more than 150 young people were engaged in a series of workshops across Greater Manchester to understand what wellbeing means to young people, what factors influence their wellbeing, and what makes them thrive.

These workshops, conducted in 15 Pathfinder Schools, were combined with inputs from a Questionnaire Advisory Group of mental health professionals, healthcare representatives, education experts, parents, teachers, and young people, amongst others, to inform the themes covered by the questionnaire.

With young peoples' perspectives integral to our approach, #BeeWell has utilised an alliance of school workshops, professional knowledge and academic literature to develop an effective tool for monitoring and assessing the wellbeing of young people and the factors that influence their wellbeing.

Following feedback from young people, schools and #BeeWell partners, the survey was refreshed over 2023/24.

Our Survey: Domains and Drivers of Wellbeing

The items and scales used in the survey were mapped along a range of academic literature, existing programmes, and UK cohort studies to arrive at a short list of options. These were then presented to and verified by an alliance of young people, expert consultants, and researchers, to arrive at our final survey.

The #BeeWell Survey is divided into two sections that together encompass the different aspects of wellbeing that matter most to young people. These are the Domains of Wellbeing and the Drivers of Wellbeing.

The final items and scales in the survey were chosen, in collaboration with our Questionnaire Advisory Group, to reflect and measure these key aspects of wellbeing. Consideration was given to psychometrics as well as ease of reading and accessibility, in order to ensure that the questionnaire was appropriate for secondary school students. The full #BeeWell Survey for GM can be found here.

In 2026/27, we have made some small additions to the short #BeeWell survey, to ensure we hear from more young people on items in the survey that have emerged as key data points over the past few years. We welcome any feedback on the survey content, to be sent to beewell@manchester.ac.uk.

The Short #BeeWell Survey

To ensure #BeeWell remains as inclusive as possible, the #BeeWell team worked with pupils and staff in non-mainstream settings to co-design a short version of the #BeeWell Survey that would be more accessible to young people in such settings. Pupils in non-mainstream schools advised the team as to which domains and drivers of wellbeing should be prioritised for inclusion in the short version.



The domains selected by these young people were self-esteem, emotion regulation, and positive affect. The drivers of wellbeing that they selected were physical health, sleep, free time, relationships with parents/carers, friendships and social support, and two items pertaining to participation in arts, culture and entertainment (sports/exercise, and creative hobbies). To these items/measures, the #BeeWell team added an item on life satisfaction, and three demographic questions on gender and sexuality. The Short #BeeWell Survey contains 48 items in total.

Staff in the above schools advised on accessibility adaptations. In particular, they noted that visual anchors should be used to augment the response options on all survey items. The #BeeWell team provided a range of options for these anchors, and staff advised on which they felt were most well suited to particular items.

After the survey

#BeeWell uses pupils' responses to the survey to provide bespoke, aggregated feedback to schools using an online data dashboard. This feedback:

- Provides schools with valuable insights into the strengths and needs of their pupils.
- Aids in the evaluation of existing interventions.
- Informs the selection, development, and implementation of new, targeted wellbeing interventions.
- Ensures the wellbeing of pupils is at the forefront of school ethos.

Pupils' data will be linked with numerous databases to generate a comprehensive understanding of young people's wellbeing.

This will include, for example, public information about their local area (e.g. access to parks and other green spaces); educational data (e.g. academic attainment) in the National Pupil Database; employment and earnings data (e.g. annual income) in the Longitudinal Educational Outcomes database; data on access to NHS-funded community services (e.g. referrals to children and young people's health services) in the Community Services Dataset; and, data on access to NHS-funded mental health services (e.g. referrals to child and adolescent mental health services) in the Mental Health Services Dataset.

This document

The purpose of this booklet is to share the GM Short #BeeWell Survey items and does not reflect how the survey will be presented to young people. The online version (powered by Qualtrics) contains introductory and instructional materials covering assent confirmation, right to withdraw, anonymity and confidentiality, and signposting of sources of support.

If you have any questions about anything covered in this document, or need more information about #BeeWell, please contact beewell@manchester.ac.uk.

If you are interested in using the #BeeWell survey for your own research, please contact beewell@manchester.ac.uk for more information.

GMCA GREATER MANCHESTER COMBINED AUTHORITY

Demographic Information



The domains that follow will be presented in random order to spread missing data due to item fatigue evenly across the survey.

Gender and sexuality

In this section of the survey, you will be asked questions about your gender and sexuality. Remember, your responses are confidential*. If you do not want to answer a question, you can skip it.

Gender identity[1]

Item		Response format
1.	Are you:	One from: Girl (including trans girl) Boy (including trans boy) Non-binary I describe myself in another way Not sure

Gender modality[2]

Item		Response format
2.	Some young people are transgender. This means that their gender is different to the one they were assigned at birth (e.g., someone who was assigned male at birth but is a girl, or someone who is non-binary and is not a girl or a boy). Do you consider yourself to be transgender?	One from: Yes No I describe myself in another way (e.g. gender fluid) Not sure

Sexual orientation[1]

Item		Response format
3.	What best describes you?	One from: Bisexual*/pansexual* Gay*/lesbian* Heterosexual*(straight) I describe myself in another way Not sure

1. Domains of Wellbeing

1.1) Meaning, Purpose, and Control

Your life

In this part of the survey, you will be asked a question about how satisfied you are with your life. Remember, your responses are confidential*. If you do not want to answer a question, you can skip it.

Life Satisfaction[3] (Office for National Statistics)

Item		Response format: 0 = Not at all | 10 = Completely										
4.	Overall, how satisfied are you with your life nowadays?	0	1	2	3	4	5	6	7	8	9	10



1.2) Understanding Yourself

Your self

In this part of the survey, you will be asked questions about how you think and feel about yourself. This includes questions about your wellbeing, self-esteem, and how well you manage your emotions and cope with stress. Remember, if you do not want to answer a question, you can skip it.

Self-Esteem[4] (Rosenberg Self-Esteem Scale)

Items		Response format			
		👍👍	👍	👎	👎👎
5.	On the whole, I am satisfied* with myself.	Strongly agree	Agree	Disagree	Strongly disagree
6.	I feel that I have a number of good qualities*.	Strongly agree	Agree	Disagree	Strongly disagree
7.	I am able to do things as well as most other people.	Strongly agree	Agree	Disagree	Strongly disagree
8.	I am a person of value.	Strongly agree	Agree	Disagree	Strongly disagree
9.	I feel good about myself.	Strongly agree	Agree	Disagree	Strongly disagree

Emotion Regulation[5] (Coping subscale of the Children's Worry Management Scale)

Items		Response format		
		▮	▮▯	▮▮▯
10.	I keep myself from losing control of my worried feelings.	Hardly ever	Sometimes	Often
11.	I talk to someone until I feel better when I am worried.	Hardly ever	Sometimes	Often
12.	I try to calmly settle the problem when I feel worried.	Hardly ever	Sometimes	Often



1.2) Understanding Yourself (continued)

Psychological Wellbeing[6] (Short Warwick-Edinburgh Mental Wellbeing Scale)

Items		Response format				
13.	I've been feeling optimistic* about the future.	None of the time	Rarely	Some of the time	Often	All of the time
14.	I've been feeling useful.	None of the time	Rarely	Some of the time	Often	All of the time
15.	I've been feeling relaxed.	None of the time	Rarely	Some of the time	Often	All of the time
16.	I've been dealing with problems well.	None of the time	Rarely	Some of the time	Often	All of the time
17.	I've been thinking clearly.	None of the time	Rarely	Some of the time	Often	All of the time
18.	I've been feeling close to other people.	None of the time	Rarely	Some of the time	Often	All of the time
19.	I've been able to make up my own mind about things.	None of the time	Rarely	Some of the time	Often	All of the time



1.3) Emotions

Your feelings

In this part of the survey, you will be asked questions about your feelings. Remember, your responses are confidential*. If you do not want to answer a question, you can skip it.

Emotional Difficulties[7] (Me and My Feelings)

Items		Response format		
20.	I feel lonely.	Never	Sometimes	Always
21.	I am unhappy.	Never	Sometimes	Always
22.	Nobody likes me.	Never	Sometimes	Always
23.	I cry a lot.	Never	Sometimes	Always
24.	I worry when I am at school.	Never	Sometimes	Always
25.	I worry a lot.	Never	Sometimes	Always
26.	I have problems sleeping.	Never	Sometimes	Always
27.	I wake up in the night.	Never	Sometimes	Always
28.	I am shy.	Never	Sometimes	Always
29.	I feel scared.	Never	Sometimes	Always



2. Drivers of Wellbeing

2.1) Health and Routines

Your health and routines

In this part of the survey, you will be asked questions about your health and routines. This includes questions about your physical health and your sleep. Remember, your responses are confidential*. If you do not want to answer a question, you can skip it.

Physical health[8] (Understanding Society)

Items		Response format				
30.	In general would you say your physical health is:	Excellent	Very good	Good	Fair	Poor

Sleep[9] (Health Behaviours in Schools Checklist)

Items		Response format	
31.	Is the amount of sleep you normally get enough for you to feel awake and concentrate on your school work during the day?	Yes	No



2.2) Hobbies and Entertainment

Your free time

In this part of the survey, you will be asked questions about how you like to spend your free time and things you like to do outside of school. Remember, your responses are confidential*. If you do not want to answer a question, you can skip it.

Free time/time use[10] (Original item)

Item		Response format				
32.	How often can you do things that you like in your free time?	Almost always	Often	Sometimes	Not often	Almost never

Participation in arts, culture, and entertainment[11] (Adapted from Millennium Cohort Study)

How often do you do the following activities when you are not at school? Please select one answer on every row.

Item		Response format					
33.	Play sports, do exercise, or other physical activities, not in school?	Most days	At least once a week	At least once a month	Several times a year	Once a year or less	Never or almost never
34.	Spend time on creative hobbies?	Most days	At least once a week	At least once a month	Several times a year	Once a year or less	Never or almost never



2.3) School

Your school

In this part of the survey, you will be asked questions about school. This includes questions about how you feel about your school and your relationships with school staff. Remember, your responses are confidential*. If you do not want to answer a question, you can skip it.

School connection[12] (Child and Youth Resilience Measure)

Item		Response format				
35.	I feel that I belong/belonged* at my school.	Not at all	A little	Somewhat	Quite a bit	A lot

Relationships with staff[13] (Student Resilience Survey)

At school there is an adult who:

Items		1 = Never				5 = Always
36.	Is interested in my schoolwork.	1	2	3	4	5
37.	Believes that I will be a success.	1	2	3	4	5
38.	Wants me to do my best.	1	2	3	4	5
39.	Listens to me when I have something to say.	1	2	3	4	5



2.4) Future

Your future

The next question is about how you feel about the future. We know every day can feel different, so please let us know how you usually feel. Remember, your responses are confidential*. If you do not want to answer a question, you can skip it.

Future[14] (Greater Manchester Life Readiness Survey)

Please let us know whether you agree or disagree with the following statement:

Items		**Response format**			
		👍👍	👍	👎	👎👎
40.	I have hope and feel optimistic* about my future.	Strongly agree	Agree	Disagree	Strongly disagree



2.5) Relationships

Your relationships

In this part of the survey, you will be asked questions about your relationships with other people. This includes your parents or carers and your friends. Remember, your responses are confidential*. If you do not want to answer a question, you can skip it.

Relationships with parents/carers [15] (Student Resilience Survey)

At home there is an adult who:

Items		Response format				
		1 = Never				5 = Always
41.	Is interested in my schoolwork.	1	2	3	4	5
42.	Believes that I will be a success.	1	2	3	4	5
43.	Wants me to do my best.	1	2	3	4	5
44.	Listens to me when I have something to say.	1	2	3	4	5

Friendships and social support [12] (Child and Youth Resilience Measure)

Items		Response format				
45.	I get along with people around me.	Not at all	A little	Somewhat	Quite a bit	A lot
46.	People like to spend time with me.	Not at all	A little	Somewhat	Quite a bit	A lot
47.	I feel supported by my friends.	Not at all	A little	Somewhat	Quite a bit	A lot
48.	My friends care about me when times are hard (for example if I am sick or have done something wrong).	Not at all	A little	Somewhat	Quite a bit	A lot

*Glossary

Whilst taking part in the survey, young people can 'hover over' these words, and see the following definitions:

Demographic Information

Confidential: By confidential, we mean that nobody you know (your teachers, family, or friends) will see your answers to any of these questions. (This definition is repeated throughout the survey).

Transgender: Transgender means that someone's gender is different to the one they were assigned at birth. For example, someone who was assigned male at birth but is a girl, or someone who is non-binary and is not a girl or a boy.

Bisexual: A person who is attracted to more than one gender.

Pansexual: A person whose attraction towards others doesn't regard sex or gender.

Gay: A person who is attracted to other people of the same gender.

Lesbian: A woman who is attracted to other women.

Heterosexual: A person who is attracted to people of a different gender.

Meaning, Purpose & Control and Understanding Yourself

Satisfied: Pleased.
Good qualities: Things that you like about yourself, for example being honest, trustworthy, confident.

School

Belong/belonged: Feeling respected, included and supported.

Future

Optimistic: Believing that good things will happen.

3) References

3.1) Domains of Wellbeing

1. Developed in consultation with the #BeeWell Peer Reviewers and national LGBTQ+ organisations.

2. Developed in consultation with the #BeeProud project young researchers, Dr. Tee McCaldin, and Dr. Ola Demkowicz (University of Manchester).

3. Item from the Office for National Statistics' personal wellbeing item bank. Further information available here.

4. Items from the Rosenberg Self-Esteem Scale (Rosenberg, 1965). Further information available here.

5. Items from the Coping subscale of the Children's Worry Management Scale (Zeman et al., 2010). Further information available here.

6. Items from the Short Warwick-Edinburgh Mental Wellbeing Scale (SWEMWBS). Further information available here. © NHS Health Scotland, University of Warwick and University of Edinburgh, 2008, all rights reserved.

7. Items from the Me and My Feelings questionnaire (Deighton et al, 2013). Further information available here. © Deighton, Patalay, Vostanis, Tymms, Humphrey, Belsky, Wolpert and Fonagy.

3.2) Drivers of Wellbeing

8. Item from the Understanding Society Youth Questionnaire. Further information available here.

9. Item from the Health Behaviours in School-Aged Children survey. Further information available here.

10. Item developed in consultation with members of the Questionnaire Advisory Group and young people in Pathfinder schools.

11. Items from Millennium Cohort Study survey. Further information available here.

12. Items from the Child and Youth Resilience Measure. Further information available here.

13. Items from the school connection subscale of the Student Resilience Survey (Sun & Stewart, 2007). Further information available here.

14. Item from the Greater Manchester Life Readiness Survey. Further information available here.

15. Items from the family connection subscale of the Student Resilience Survey (Sun & Stewart, 2007). Further information available here.

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